

ARIZONA TEACHER-PARENT

MARCH, 1951



1951

Summer Sessions

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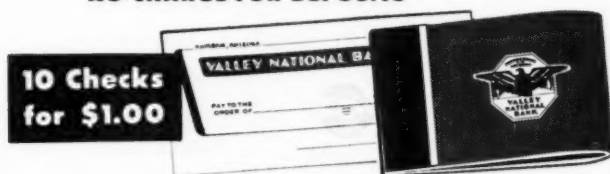
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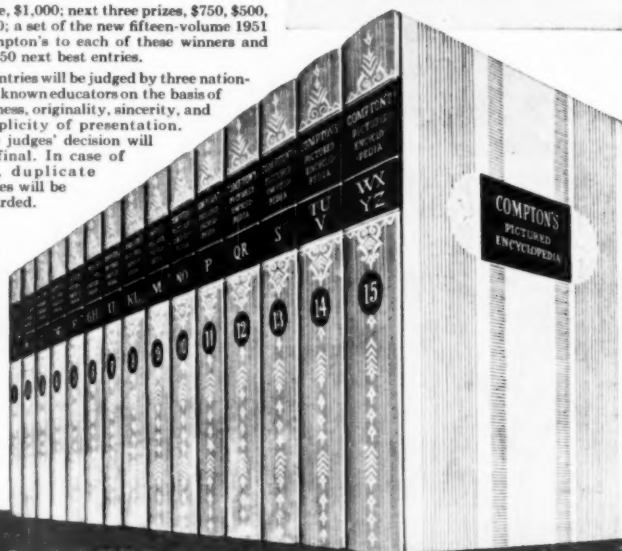
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AS CRILE'S PHOTOGRAPHER, DON Beninati, strolled thru the crowd he found a boy in a world alone with the most intriguing of all animals to a child, the monkey. Oblivious of the throng about him, completely absorbed with the new friend, our lad of the cover page stands abashed. The "monk" seems possessed of all the advantages of poise and wisdom. Who among us can fail to recall a similar moment of wonder and amazement?

For the understanding so vividly portrayed, and for the privilege of using this for the cover page of the ARIZONA TEACHER-PARENT, we say "Thank you" to Crile's and to Don.

L.V.R.

* * * * *

Lord grant that I may always desire more than I can accomplish.
MICHELANGELO

ARIZONA Teacher-Parent

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The Teachers DESK

CAN EDUCATION COMPETE?

Old stories say that people flocked about the wandering Greek pedagogues in great numbers, cupping their ears to catch every morsel of wisdom. Some of the accounts of the semi-legendary Dr. Faustus tell of fabulous audiences that hailed him at every city gate in Western Europe. Wonderful old days when the profound was exciting! But we also read that life in those faraway days was, in general, listless, humdrum, and uneventful when almost anything out of the ordinary would attract an enthusiastic audience.

Had Socrates and Faustus been true seers, they would have thanked their creator for giving them corporal existence when he did; instead of in our day when they'd be dodging automobiles on the highway and finally seeking refuge in city parks to pour out their insights to a handful of elderly cynics who would prefer a game of pitch.

The old pedagogues would throw up their hands in mortal despair convinced that their wares are too dull and burdensome in a world cracking with wild excitement.

People are capable of becoming interested in the undramatic problems of existence, but the wise men tell us also that life becomes so colorless and boring that we seek and find thrilling escapes. If this is true, the tragic paradox lies in seeking relief from the difficult and the perplexing, only to intensify the difficult and perplexing and the desire to escape.

As President Griswold of Yale says, "The times are not auspicious for learning." But the obvious difficulties of our times are not all that carry our minds away from the profound and the eternal.

A late issue of the "Science Research Associates Bulletin" poses another distraction: television. The Bulletin claims to have statistics which show that there is a positive correlation between the use of television in the home and a very significant jump in the numbers of failures in school. To further establish this conclusion, there is the fact that when arrangements were carried out by parents to cut down on the use of television in the home, students' marks showed a sharp jump for the better. If we could know the facts, it possibly could be demonstrated that other aspects of our speedy, glittering, selling age also make the prosaic quest for knowledge and wisdom in the school an increasingly difficult task. The depressing feeling is that although these things capture our children's minds, they have little or nothing to offer in the way of character building or planning for useful citizenship: they seem to be designed, in the main, to

(Can Education?, page 41)

SPRING ISSUE, 1951

ARIZONA Teacher-Parent

Official Publication of ARIZONA EDUCATION ASSOCIATION

Devoted to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and of America.

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JUST FOR FUN

STATEMENT OF POLICY: As the official publication of the Arizona Education Association, the *Arizona Teacher-Parent* is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The *Arizona Teacher-Parent* will attempt to present only such material as has a wide appeal or answers a known specific need. • To this end the Editorial Board of the *Arizona Teacher-Parent* encourages reader contributions that meet the above requirements reserving however the right of editing or rejecting such contributions. Viewpoints expressed by authors are their own and not necessarily those of the Association.

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THE 1951 CONVENTION OF THE ARIZONA EDUCATION ASSOCIATION WILL be held in Tucson on November 2 and 3. The University of Arizona will provide auditorium and headquarters space. Complete announcements will be made at a later date.

DISTRICT EDUCATIONAL CONFERENCES SPONSORED BY THE ARIZONA Education Association will be held during March and April. The schedule runs as follows: Flagstaff, March 10; Safford, March 12; Tempe, March 13, Douglas, March 15; Yuma, March 16; Phoenix, April 4; and Tucson, April 6.

THE DENVER CONFERENCE, REGIONAL MEETING OF THE NEA DEPARTMENT of Classroom Teachers will meet March 16 and 17. Mrs. Nell Wilcoxon, Southwest Regional Director, is in charge of the conference. Theme of the conference will be "Individual Responsibility—United Success." The conference aim is to provide information and assistance to local leaders.

THE NEA DEPARTMENT OF CLASSROOM TEACHERS WILL HOLD ITS ANNUAL convention at Mills College, Oakland, California, July 9 - 20. Representatives from all states will attend and local leaders are urged to take advantage of this opportunity to work with other leaders. For details see page 23.

THE NEA REPRESENTATIVE ASSEMBLY WILL BE HELD IN SAN FRANCISCO, July 1 - 7. All interested in applying for a delegate's card should make their request to the Executive Committee of the Arizona Education Association not later than March 15. Arizona will be entitled to send delegates in proportion to NEA membership.

AMERICAN EDUCATION WEEK COMES ON NOVEMBER 11 - 17. THE GENERAL theme will be: UNITE FOR FREEDOM. Daily topics will include: Our Faith in God; Schools and Defense; Schools Keep Us Free; Education for the Long Pull; Teaching the Fundamentals; Urgent School Needs; and, Home-School-Community. Sponsoring organizations are: National Education Association; The American Legion; United States Office of Education; National Congress of Parents and Teachers.

How Are YOUR Ethics?

By
NEA Research Division

What would you do if one of your pupils offered you a Christmas gift or a birthday gift? if a child came to your school after he had been expelled from another school? if you liked dancing or an occasional cigarette? if you were keenly interested in politics and wanted to help the "right" person to win at the polls?

Accepting gifts

People like to receive presents and to give presents. It is one way of showing fondness or appreciation to others; or it can be a means of getting something in return. But the question is, "Should teachers accept gifts from their pupils?" It's possible that some pupils might be trying to "buy the teacher off to make good grades"—remember your Virgil? (*Time Danaos et dona ferentes*: I fear the Greeks, even when bringing gifts.) On the other hand the New Testament tells us that it is more blessed to give than to receive. Children need to learn the pleasure as well as the blessedness of giving.

What do you teachers think about accepting gifts from your pupils? A recent survey told us some interesting things. If you are under 25 years of age, if you are a woman, or if you live in a rural community, the chances are that you will accept the gift without qualms. If you are about 65 years of age, if you live in a big city, or if you are a man, the chances are that you would prefer that your pupils do not offer you a gift.

Why is this so? Are women teachers more sentimental about gifts than men? Are country people more natural and less sophisticated than city people? Are they, therefore, more inclined to follow the teachings of the New Testament rather than practice a mild form of blackmail? What do added years of service in teaching do to teachers? As the years go by, does the wisdom of age tell them that pupils are only trying to buy them off when they offer gifts?

Expelled Pupils

Let's take the second question: What would you do if you were a principal and a child who had been expelled from a school asked to be admitted to your school? Would you accept him or would you insist on waiting until you had consulted the authorities who expelled him? According to the survey, if you are an elementary-school teacher, you would be most strict about consulting the expelled authorities first. If you are a school official you would be less strict. But if you are a secondary-school teacher, you would be the most lenient of all. Even so, the pupil concerned would find getting into a new school difficult unless the school that expelled him gave its approval. Besides that, if he lived in a rural place it would be even more difficult than it would be in the city, or if you, the principal, were a woman:

Community prejudices

Now for the question of whether or not you think it would be ethical for you to dress as you pleased, to smoke, or go to dances—all in good taste, of course. Suppose that the community where you teach frowns upon these things for teachers but not for other respected persons in the community, maybe because of the mistaken notion that children take example only from their teachers. What would you do if you wanted to enjoy your leisure time in these pursuits?

The survey showed that if you are a younger teacher (under 25 years of age) or if you are an older teacher (65 years of age) you are more inclined toward defying community prejudices than you would be if you were between 40 and 64 years of age. Middle-aged teachers might kowtow to community desires because otherwise they would run the risk of losing their jobs. You older teachers either would not care because you would be close to retirement anyway, or you believe that young people, even tho they are teachers, should get some fun out of life. Also, those of you who are men are more inclined to believe that good clean fun is ethical for

This article has been based upon a survey of teachers' opinions on professional ethics conducted by the NEA Research Division for the purpose of supplying the Committee on Professional Ethics with materials for revising the NEA Code.

teachers whether the community likes it or not. You teachers in cities are more inclined than country teachers to "brush off" community narrowmindedness.

Political activity

We Americans are often involved in political campaigns and elections. Citizens must decide whether or not they want their senators, congressmen, and state legislators to continue to represent them in Washington or in their state capitol. Many citizens distribute leaflets and stickers to their friends and try to convince others of the worthiness of their candidate. Up to this point we have been talking about ordinary citizens in the community. What about teachers? May you campaign for your candidate? Do you think that as an intelligent citizen you have civic duties just as others do?

The survey showed that you teachers definitely approve of members of the profession actively supporting candidates in a political campaign. If you are a principal or a superintendent, you would be much more inclined to assert yourself in politics. If you are a secondary-school teacher, you would be a little more wary, but if you are an elementary-school teacher, you would be the most cautious of all. If you live in the city or if you are a man, you are probably more interested in and more active in politics than if you live in the country or if you are a woman. If you are a teacher close to retirement age you believe most strongly teachers as well as other citizens have civic duties to perform.

(Ethics, page 42)



THE SCHOOL BELL

NEWS

From Around The State

This is your column, awaiting your bits of information from around the State. It is the editor's hope that it will become a page where teachers may gather ideas from the activities reported by other groups.

A most interesting newsletter entitled **THE MESSENGER** has come across the editor's desk regularly during the 1950-51 school year. It is published by the sixth, seventh and eighth grade pupils at Fowler School and carries news of school events, birthdays of the month, and always an inspirational editorial by the principal, William E. Yates. This student publication is good practical journalism for the youngsters and good public relations for the school. We salute the leadership at Fowler School.

From Williams comes the announcement that the annual convention of the Arizona chapter of Delta Kappa Gamma, honorary woman teachers society, will be held in that city on April 14. It is announced that the National Executive Secretary, Dr. Margaret Stroh, will attend. Miss Ruth Foster, state president, will preside at all meetings.

The Casa Grande Classroom Teacher Association reports that a joint meeting was held with the Parent Teacher Association this February. The teachers were hosts and Harvey Taylor, superintendent of schools in Mesa, spoke on "What the Parent Expects of the Teacher and What the Teacher Expects of the Parent." A similar meeting held in January included a panel discussion on "Are Your Ethics Showing." The success of the venture is evidenced by the fact that it prompted a similar program by the Rotary Club.

Local Associations looking forward to their orientation program next fall can take advantage of the efforts of the Tucson Education Association. Last fall the Tucson teachers held a series of meetings at which they sought to orient new teachers in the atmosphere of professional organizations, took them around the town to acquaint them with its possibilities, and invited in educational leaders to discuss professional problems. Indications are that the local president, Miss Maria Urquides, carried the ball over a real goal line.

The annual meeting of the AEA Department of Classroom Teachers, is scheduled for the Phoenix College on March 31, according to a report from the president, Miss Marjorie Robinson. The program will fill the day and a luncheon will be held during the noon hour. For luncheon fun the Tucson teachers will present some of their "Gay nineties" skits. Present plans indicate that W. L. Schurz of the Institute of Foreign Trade at Glendale will be the speaker of the afternoon. The annual election of officers will be held. Local associations are entitled to elect delegates to the meeting on the following basis:

A local association is entitled to one delegate and one alternate for the first fifty of its members who are active members of the Arizona Education Association and one delegate and one alternate for each additional 50 or major fraction of 50, up to 500 such members, and thereafter one delegate and one alternate for each 100 of its members who are active members of the Arizona Education Association. School systems having no local association are entitled to elect delegates and alternates on the same basis of active classroom teacher members of the Arizona Education Association.

Only active members of the Arizona Education Association who are classroom teachers shall be eligible to be delegates to the Representative Assembly and to vote in the election of delegates.

From San Carlos comes the following poem written by Mrs. Naomi Reynolds Hess:

Yesterday he brought his dogs to school—all seven,
Puppy, Blackie, Brownie, Johnnie, Snowball,
Sycamore, and Whiskey.
Each of them eyed me approvingly.
Now, in spite of my odd ways,
I am his friend.

When the Arizona Teacher-Parent comes from the press on May, will we have your contribution?

L.V.R.

UNDER FIRE

An Editorial By

ROBERT F. WILLIAMS

UNDER the guise of patriotism, forceful elements are attacking the public schools of America with destructive propaganda. How often have you heard in the last few months that the public schools are hotbeds of communism and atheism? How seldom have you seen it demonstrated?

Zealots are telling the American public that the schools are failing them. They recklessly fling forth such accusing statements as "Public school students

can't spell, can't read, and don't have respect for discipline" . . . "God has been taken out of the public school" . . . "The public schools are taking most of your tax dollar" . . . and so on. Their methods are geared to their goal, destruction of the free public school. Keenly aware of this threat to our American way of life, Robert F. Williams, Executive Secretary of the Virginia Education Association, has written an editorial for the teachers of Virginia which we are reprinting for your information.

ZOLL IN VIRGINIA

Only recently upon invitation we attended a meeting held by a church group in Hopewell to hear Dr. Mark Fakkema, of Chicago, Educational Director of the National Association of Christian Schools, urge the establishment of a private church school.

We followed Dr. Fakkema's address very closely. At the outset of his speech he referred in glowing terms to a publication entitled "Private Schools: The Solution to America's Education Problem," by an "eminent economist," which he said would be available after the meeting. It was published, he said, by a "national advisory committee, consisting of 75 outstanding and patriotic Americans, including 6 present and former U. S. Senators." He didn't say what or whose "advisory committee." We'll come to that later.

Dr. Fakkema posed the question, "Why this general interest in the Christian school?" He answered by saying that it is not only because public school students can't spell, can't read, and don't have respect for discipline, but also because "God has been taken out of (public) education step by step," he said. "Someone has made a study of education in this country, concerning the religious character of the textbooks," Dr. Fakkema went on to say. "In the days of George Washington, textbooks were 100% Christian. There was not a sentence that was not based on the word of God. Twenty-five years later, 75% only was based on God. After 100 years the study showed 50% were Christian; the rest were fairy tales and what have you. A few decades later 25% were Christian. And what do you suppose was found today—0% of our textbooks are Christian. God and our Lord Jesus Christ and the Holy Spirit have been removed."

"First the Holy Spirit was taken out, then Jesus Christ, and finally God—step by step," he added. "What we need is a God centered school," he declared. "Our children should become God-conscious at all times." The Christian private school is the only answer, he stated. "The fear of God—that is the heart of education."

"The way things are going, I don't believe there will be any orthodox churches which will remain without Christian schools," he said.

The some seventy-five listeners were quite attentive. They seemed to be a pious, consecrated group of people.

When Dr. Fakkema asked for questions, and they were slow coming, he asked if they were interested in what happened when pupils transferred from the public school to the Christian school or the reverse occurred. He answered that no one transferred from the Christian schools unless from a cause such as the teacher being too strict. When they did transfer, he said, because of the Christian school's emphasis upon

Organizations which take high sounding names to appeal to an uninformed public—

Friends of the Public Schools—General Amos Fries

CCG—Committee for Constitutional Government—

Edward A. Rumley

NCAE—National Council for American Education—

Allen Alderson Zoll, Robert Lund, Sponsor

NSBMA—National Small Business Men's Association, Inc.

—DeWitt Emery, Pres.

AF—America's Future—a division of CCG

(Sometimes perhaps a separate organization)

PRM—Paul Revere's Messages—pub. by CCG

FFF—Fighters for Freedom—a division of CCG

CFEF—Constitution and Free Enterprise Foundation—

Earl Harding, Treas.; Frank Gannett, Pres.

NEC—National Economic Council—Merwin K. Hart

CEL—Constitutional League—Joseph P. Kamp

(former editor of "The Awakener")

FEE—Foundation for Economic Education—

Leonard Read

There is reason to believe that the above organizations are tied together, either through common officers or through exchange of mailing lists and purchase of each other's material and services.

(Information gleaned from hearings before the Congress of the United States. Released by the National Education Association.)



SYMBOL OF FREEDOM

drill in the 3 R's and phonetics, they were usually promoted a half or a whole grade by the public school authorities. But when public school pupils transferred to Christian schools, they were usually demoted a half or whole grade, he said.

While the audience was not in a great questioning mood, someone did ask about textbooks. "What kind of Christian textbooks are used—or would we have to use the same books as required by the State?" "New books are being prepared. In the meantime you have the privilege of selecting your own textbooks. There are about 30 different readers on the market. You can choose the best. In the average public school they have the latest—which by and large is the worst. Even though we have not our own, we can choose the best," was the answer.

He suggested that a Christian school be started with the first two grades and build upon that.

After the meeting, a few copies of "Private Schools: The Solution to America's Education Problems," were passed out. We received one.

We discovered it to be a publication of the National Council for American Education, headed by Allen A. Zoll, who was thoroughly dealt with in the September issue of the **Virginia Journal** by Dr. Harold Benjamin, Dean of the School of Education, University of Maryland.

Facts About Zoll

To refresh our memories, this is what Dr. Benjamin, in speaking about the Pasadena, California, school bond election case, had to say about Zoll. It was in connection with this case that the National Council for American Education and Mr. Zoll were exposed by the Reverend M. M. Morrison, Pastor, Westminster Presbyterian Church, Pasadena, California.

This from Dr. Benjamin:

"In the recent Pasadena case, for example, anti-tax groups, heated 'patriots', and opponents of Columbia

University's 'red' pragmatism, rallied behind a general, or chief-of-staff, named Allen A. Zoll. Mr. Zoll's preparation for this high post has been impressive. It has been documented in Pasadena **Star-News** for June 20, 1950, by M. M. Morrison. Zoll's service included recruit training with such outfits as the Christian Front of anti-Jewish memory and that fellowship of fascists and subversives (I speak by the Attorney-General's book here), called **American Patriots**. (New York **World-Telegram**, August 28, 1948). Zoll also had the advantages of early action under such captains as Gerald L. K. Smith, Jew-baiter; Elizabeth Dilling, indicted three times for sedition; and the ineffable Coughlin of Little Flower fame. Then he branched out as a small-unit commander, leading a fight against the appointment of Mr. Justice Frankfurter lest the Supreme Court be polluted by unchristian opinions. (**Measure of Freedom**, Arnold Forster, Doubleday, New York, 1950). His greatest success to date, however, is his attack on the major Protestant denominations of the United States in his pamphlet, "How Red is the Federal Council of Churches?"

"As it might be expected, of course, Mr. Zoll ran into a few difficulties in all these adventures. He was indicted in 1939 on a charge of attempting to extort \$7,500 from a radio station for calling off a Christian Front picket line, but he was not convicted, so that was not too bad. He was kept out of the Military Training Camps Associated by Army Military Intelligence. (New York **World-Telegram**, August 25, 1948)."

Dr. Fakkema is using a publication of the National Council for American Education to help him plead his case for the establishment of Christian schools in Virginia. How Allen A. Zoll gets around!

But it would be inaccurate to say that Allen A. Zoll has at last come to Virginia. He has been here before to the extent that some of his remarkable views have been voiced, perhaps thoughtlessly, by some of our own people.

The effort to discredit and undermine the public school system of America goes on.

The public school product

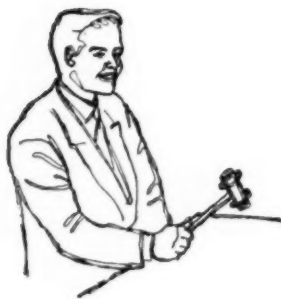
Some people have assumed that because of their relatively small number of students per teacher and the fact that private secondary schools are essentially college preparatory in nature that their students experience a higher degree of success in college than the graduates of the public schools. Several studies have shown such an assumption to be erroneous.

The most recent study was made at the University of Virginia. It is reported by Dean Stiles in this issue of the **Journal**.

An analysis was made of students on the Dean's List for four consecutive semesters, from the Freshman and Sophomore classes. It included students from all departments of the University.

(Zoll—Page 40)

What Do YOU Have To Sell?



A good classroom teacher is the heart of every successful school. That is because you teach the children. However, it is the parents who have provided the children whose teaching is your pride and pleasure. That, in turn, is why you need the good will and material support of every layman in your community. If he likes your methods, if he knows your educational goals, and if he trusts your ability, you get what you want: his moral support, his ready audience, and a generous proportion of his tax dollar. These are necessary if schools are to operate as well equipped laboratories. The diverse and far-reaching symptoms of an ailing public school system—manifested by a shortage of teachers, low salaries, inadequate school buildings and equipment and the relatively high percentage of illiteracy which exists today—serve only to accentuate the fact that too few people have an understanding, interest, and concern about the schools as they must actually operate.

Interests identical

Because you teach his children your interests are identical with those of the school patron. You have always known this to be true, but have you ever made an effort to let him know that your educational goals are the same as his goals? Let us see how you can convince him of that fact.

First, I would ask, "What do you have to sell?" As a good classroom teacher you have much to sell—for you are a member of the most important section of the oldest, largest, and most important profession in the world! You

represent the relatively few people who have the ability to learn to teach, as shown by your scholastic ability, high character and integrity and outstanding personality. Your pre-service preparation was a long, hard, arduous task of training for human service that required highly specialized skills. Your in-service growth has so professionalized your teaching that it has become an art and a science. You have exalted service above self, giving prestige to teaching through professional performance.

You represent the best people in the best way in the community. It is your acknowledged role to be a leader. This responsibility has been delegated to you by the American people. You are an agent for no specialized interests, enjoying independence and freedom to use initiative as you work to make your teaching live in the classroom.

Constructive goals

You are exerting a mental, moral, and even biological influence upon those whom you teach as you help them become educated and happy, cultured and healthy. To achieve such accomplishments is to show that you are making full use of your talents. With intelligence and sincerity, with vision and high purpose you are working toward constructive goals.

Through an investment of time, effort, and much money you have earned the privilege of teaching. Your personal, civic, and professional life has qualified you to guide Destiny through the education of youth. You are a member of the trustworthy and competent professional organization of public school educators. You have much to sell the school patron. You are selling the best gilt-edge investment that money can buy—"Education for all American Youth." Having prepared your case honestly—telling truths in proper proportions because you are a good teacher—you can have confidence in your own cause. You can activate a program to sell education from a firm and comfortable position.

When are a child's needs met?

My second question is "what do you have to sell?"

Fundamentally, only one thing — you have to sell the needs of the child

to his parents. A child's needs are met when he can grow up physically fit, mentally alert, and morally straight, knowing that life is good when it is free and motivated by standards that respect the dignity and integrity of one's fellowman. Every child needs to learn to get along with other people in everyday living and to be happy in an environment that meets his cultural and economic requirements.

A child needs to grow up physically fit! Many American school buildings lack adequate facilities. Some are not only uncomfortable and unattractive, but they are not functional and are downright hazardous to safe living. We are twenty years behind times with school building programs—only 3.9% of city schools have been constructed since 1939. I have seen one eight-room, two-story building, housing grades one to four, that had the cornerstone "Erected 1859." I have met a teacher whose rural school was built in 1786!

Too few buildings are large enough to house today's enrolment. Everywhere we find the war and post-war upsurge in birth rate has left schools in a tragic dilemma. Children are crowded together in every available space from the basement to the auditorium. And all signs indicate that the situation will steadily grow worse. By 1958 the schools will have 8¼ million more children to handle in the elementary grades than started to school in September. And there were four million children in America between the ages of 5 and 17 years not in classrooms last year. You have to sell the child's need for school buildings that have all of the physical structures which are essential to healthy living!

A child needs to grow up being mentally alert! "As a nation we have join



ARE WE MEETING HIS NEEDS?

ed others in a desire to realize the four freedoms. But there is a fifth freedom more fundamental than any of the others, and this is the Freedom from Ignorance."

The ignorant man is the easiest prey to want and fear. Freedom of religion means little to him, and a free press means nothing if he cannot read. He is a danger to himself, to his community, to this country, and to the world.



Teachers are the chief factor

In education, teachers are the chief factor. The ability to read, write, and figure plus the ability and desire to understand is the key to universal learning. Teachers are the logical holders of this key. Good teachers the country over are heroically trying to give this key to millions of American boys and girls. Yet every year thousands of normally intelligent youngsters finish their schooling without a universal learning. In over-crowded classes, with over-worked teachers, with materials that are too few and too old, they will not have grasped the key. Young America needs not only good teachers; it needs many good teachers. You have to sell the child's need for an adequate educational training—an opportunity to learn, to develop fully his whole personality.

Education is America's most important industry. Money spent for public education is a sound investment because education raises the culture of an individual, widens his desires, and increases the possibility of earning sums necessary to maintain the new standards of living for the educated person. It is not education, but ignorance, which is expensive in dollars and wasted human resources. You have to sell this need of the child's, the need to learn to be self-supporting on a respectable social level.

This is the post-war world

The post-war world for which so many of us worked unceasingly is here and it is leaving a sweet and sour taste in our mouths and great fear and confusion in our hearts. As we look around at the debacle and shambles of Europe, the struggle for power, the explosive conditions and turmoil that still exist, we wonder if this planet

can ever be unscarred.

I believe the widespread intolerance, which tears our people asunder, when unity is so badly needed, is rooted in and fed by ignorance. Unless all of the children of all the people are given an equal opportunity to learn facts from the printed page plus the intangibles such as character, integrity, faith in the ideals of our democracy and respect for humanity, we are destined to have the next generation grow into a citizenry of maladjusted adults—one that will be a fertile field for the seeds of war, and war means destruction.

We are educating world citizens who will ultimately form some of the strongest pillars in our foundation of peace and security, without which the pursuit of a better world is a fruitless task. Thus a functional program of education should be guaranteed to every American child, irrespective of the geographic location of his birth. So you have to sell the needs of all children so that the public will recognize its responsibility in the preparation of sound, constructive, economically productive, and loyal citizens of One World. This is a safeguard to the wel-



OUR WORLD

fare of each patron's own children, to him and to the society in which he lives.

Teachers must be good salesmen

Every human wants; and wanting, wants to get. Parents want the best for their children. Self-interest—which means self-satisfaction—is the only touchstone in any human appeal. You must utilize this fundamental principle in "selling" education to the patrons of your school community. Good salesmen do not jam their feet into door ways; they arrange their relationships so that every door is open to them. Salesmen are not always trying to persuade. In an outgoing ready way, a good salesman quietly but persistently builds good will; and so when he approaches a prospect with a proposition, the prospect trusts him. You have to be such a salesman.

Behind the anonymous screen of continuous favorable publicity you have first to confine your "selling" to competent performance, pleasant relation-

ships with children and parents, and an evident pride in yourself and in your profession. When this has been done well, you will have established the underlying public attitude that your school is pleasant and cooperative, serving the public and not your own self-interest. The public will come to feel its ownership of the schools. Pride in its schools will be developed. Then, as you present an abuse or shortcoming to the attention of the public, citizens will feel truly that their rights are being invaded. Then the tax-paying citizen will be ready to rally around good leadership, aroused to the paramount importance of having the best schools obtainable for his children. And you will get what you want—schools where you can prepare children effectively for the work of their time.

Classroom teachers, we have an enviable opportunity but an equally heavy responsibility. We, who are the backbone of the teaching profession, the very pulse that determines the life of a nation's future because we guide the development of children, must help American people want the right kinds of schools for their children. "We must convert needers into wanters; convert wanters into buyers; convert buyers into satisfied customers."

United in strong, vigorous, unapologetic professional organizations we can improve the public schools of America so that the children, their parents and all citizens of the community will join hands with us in the great adventure of learning and growing together.

Are you ready now with a positive response to the challenge, "What Do You Have to Sell?"

Many teachers will remember Mrs. Caldwell as a past president of the NEA Department of Classroom Teachers. This article is the address which she delivered at the Southwest Regional Conference of Classroom Teachers which was held at the Phoenix College that year. (1949) Mrs. Caldwell teaches in Akron, Ohio, and continues to take a very active part in the work of the National Education Association as well as the Department.

During the past year Mrs. Caldwell traveled abroad as representative of the National Department. She returned with many challenging ideas and a friend from Greece who participated with her in the Indiana Conference on Teacher Education and Professional Standards, June, 1950. At that time she served as chairman of the group which studied the problem of accrediting teacher-education institutions.

She has been an inspiration to many of us in the example she has given by her untiring service in the cause of education at all levels.



AT MINISTRY OF EDUCATION — DECEMBER 30

You won't want to miss this interesting story of

SIXTY - ODD AMERICAN TEACHERS

as told by MRS. GLADYS LOFTIN, Phoenix

WHEN the bright Cuban sun came up this morning sixty-odd American teachers found themselves in a strange but friendly land. Of these sixty-odd American teachers from the United States, Alaska, the District of Columbia, and the Canal Zone only five are males." This was the opening sentence of *The Havana Post* article on December 19, 1950. There was an article of the activities of the teachers every morning, quite lengthy, very much in detail, often flattering, but always "sixty odd American teachers!" The reporter must have found that we were amused and decided to continue the phrase.

Only elementary teachers invited

Shortly after the opening of schools in September, 1950, the U. S. Office of Education at Washington, D. C., being spokesman for the Minister of Education of Cuba, asked each state superintendent of schools to invite an elementary teacher to attend, as guest of the Cuban government for fifteen days, a celebration of the completion of fifty

years of public education in the Republic of Cuba. The significance of the mass visit was two-fold: first, to serve as a token of gratitude for the hospitality extended the founders of the Cuban Schools in 1900; and second, to serve as a celebration of the "Golden Wedding Anniversary" of the school system.

In 1900, when the Cuban government was attempting to stabilize its independence under the leadership of General Leonard Wood, Military Governor of Cuba, thirteen hundred Cuban youths, enthusiastic, but with not one pedagogical notion nor principle, were invited by Harvard University to attend a specially designed summer course concentrated upon the organization of a public school system for some three million people of Cuba.

Five decades have passed. The invitation given to us in Havana read: "The Honorable Minister of Education has invited you American teachers to participate of our satisfaction at this time, and to be satisfied yourselves, because we know this is also your work

and your success. Your country aided us not only to win the war, but the peace. Those improvised teachers did their best in the right opportunity and have taken place in our history, and we have learned in their examples what to do in this crucial moment the world is living. It is in the elementary school that the nation thought is formed and conceived, so all the teachers in the free countries of the world must make it necessary to preserve the human right to be free and to have a family, a home, a religion, and a country. Welcome to Havana, dear American teachers!"

Of the group of teachers that met in Miami, Florida, to take the Cuban warship "Antonia Maceo" to Havana, forty-two states, the Canal Zone, Alaska, Hawaii, and the provinces of the West Indies each sent a representative. In addition were represented the NEA, the AFT (American Federation of Teachers), ATA (American Teachers Association), ASTA (American Spanish Teachers Association) and Harvard University.

From Miami to Havana for fifteen days and back to Miami we were guests of the Cuban government. The genuine hospitality that was shown to the visitors was continuous and most overwhelming. The Cuban teachers went to no ends in their effort to show and explain everything of interest in Havana. We were constantly being cared for; in fact we were to become, after a few days, used to being in continuous motion devoid of any leisure time, ready to snatch some rest or sleep if possible at any time. Why complain? We were guests. We were being treated royally. In two weeks we would be going home where we could rest, and besides how often is an average American teacher met everywhere with beautifully uniformed bands, people waving flags and cheering, being called "Miss Arizona," "Mr. Montana," or "Miss Texas"? Such honors made us feel quite humble and much indebted to our generous hosts.

Cuban coffee at 4:00 a.m.

The itinerary was full to the bursting point. The Latin-American "siesta time" was omitted and every hour was taken for a planned activity. We were a bedraggled group that docked on December 19, at 2:00 A.M. in Havana Harbor, but a band had been waiting hours to burst forth with "The Star Spangled Banner," and we thought that every teacher in Cuba must have been present to greet us. After Cuban coffee at 4:00 A.M. we finally got to bed knowing that we were due at the University of Havana at nine o'clock in the morning to be welcomed by no other than the President of Cuba, Dr. Carlos Prío Socarras. The program for the day also included various lectures on the history of Cuba, the cultural studies of the university, and recitation of poetry written by the "apostle of Cuban liberty" José Martí. We were served lunch buffet style in the Caribe Stadium by the homemaking department, visited two technical schools, a normal school, had dinner at the Ministry of Education, attended a short session of UNESCO conference, and went to a symphony of the Havana Philharmonic Orchestra.

That first day ended at 2:00 A.M. The days continued similarly; in fact, activities seemed to gain in momentum. There was so much to see, so many new and strange things to observe, so many friendly people wanting us to know and appreciate all of the fine things that education had brought to Cuba that to relate them in any systematic order, or even put them into some kind of frame, is impossible.

As the days went by, we fell into a routine of observing, listening, discuss-

(Sixty-Odd, page 38)

CAN WE AFFORD NEGLECT?

DR. WILLARD E. GIVENS, Executive Secretary of the National Education Association discusses the price of neglect of our schools in terms of the teacher shortage. This is the third and last in a series of articles provided on current problems of education.

THE 1949-50 school year closed with a critical teacher shortage that has been alleviated only at the high school level. Because the wartime high birth rate has not yet affected the secondary-school years, there are enough teachers being prepared in teacher-education institutions annually to fill the gaps caused by removals from the profession and by the growing high-school population.

It must be remembered, however, that the instructional staffs of high schools include about 15,000 teachers who hold substandard certificates. In some schools there are too few teachers in certain high-school studies such as science, and vocational and commercial education. It must be borne in mind also that the ranks of the elementary schools, swollen by an abnormally high birth rate, will soon pour into the high schools, reaching a flood stage in the high school freshman year about 1956-57.

Teachers needed

In 1949-50 about 77,084 new teachers were needed to staff the elementary-school classrooms. In 1948-49 the institutions of higher learning graduated between 30,000 and 32,000 teachers who were certificated for elementary school teaching. Of this number probably 3,000 had less than two

years of preparation.

The fact that the high-school population has not yet felt the full impact of the wartime birth rate is not the sole reason why there are, with some exceptions, an adequate supply of certified teachers in the high-school years. There are still many school systems in which the salaries of high school-teachers are better than those paid to elementary-school teachers. The high social recognition accorded high-school teachers in many communities, explained in part by preferred economic status, is partially responsible for the fact that a disproportionately large share of college students are preparing for teaching in high school.

It is in the earlier years, where the quality of teaching can most easily make or mar the educational careers of students, that the lack of properly prepared teachers is greatest today. The high-school teacher shortage is a problem of tomorrow.

We are making anything but an auspicious beginning in turning out the 750,000 new teachers which the most conservative estimates indicate will be needed from 1949-50 to 1959-60. At present rates we can expect to provide a total of only 250,000 to 300,000.

Intelligent planning for staffing the schools ten years ahead must take into consideration the fact that the rural schools are hardest hit by the teacher shortage, largely because of the low salaries and unfavorable working conditions in rural areas. Universal education cannot be achieved without provision for the nearly one-half of American children whose homes are in village and country neighborhoods.

Can we afford our schools?

In the face of the responsibilities which rest upon our institutions of learning in the next half-century of progress, we cannot afford to retrench or merely to hold our own. We must adopt and follow a vigorous policy of financial support for schools, in which communities, states, and federal government participate.

In 1900 the nation spent 1.2% of our national income for the support of public elementary and secondary schools. These expenditures included total outlay for buildings and for current operation. In 1930 the proportion of our national income expended for public education had risen to 3.09 percent; in 1950 it has declined to 1.84.



I'd like to get a local anaesthetic.
Report cards came out today.

SCHOOL IS SO MUCH FUN!

So much so that six-year-old Lucy, in the University of Chicago Laboratory School, wants to be a teacher.

By MABEL BELL CROOKS
Staff Writer, The Broadcaster
Tennessee Negro Education Association

"THIS is my house; don't you like it?" Lucy asked as she looked up from her worktable to tell me what she was drawing. I had been watching this little girl from the other side of the classroom, and had gone nearer to see what she was doing.

"I certainly do," I replied, looking closely at the drawing paper before her.

It took no stretch of the imagination to see what she had in mind. There was the house, quite skillfully shaped. There were windows, a chimney with smoke, and a door. Even the doorknob was there. Little flowers with rather straight stems were growing in the yard.

As Lucy put down the green and picked up the blue crayon, adding the finishing touches to one of her flowers, I saw how easily she moved from one step to another in drawing. The house was green. The door, more than half the size of the house, was brown. There was some green for the grass and blue at the top of the picture for the sky. No mistake about it; this was a house.

"How does it happen that your door is so large?" I asked. "You've got to get into it," came the quick reply. From this point she and I became friends.

I learned that she was six and a half, and had just finished her first year in school. She had a brother three and a half. As I watched Lucy move from group to group, I was interested in how she joined in each activity. There was confidence and assurance. There was direction, yes, but it was of a remote kind.

Learning family relationships

No teacher's desk was in sight. You had to look twice to find Miss Smith, the teacher, when the children sat down on the big green rug against one wall of the room. Her chair was one of theirs, and it brought her right down to where they needed her.

There was a certain warmth, understanding, and assurance about Miss Smith that just made one think right away: "Here is a person I'm glad I



WE LEARN TOGETHER

know." She was neither young nor pretty; she was enjoyable.

This group of five and six-year-olds in the Laboratory School was studying family relations, as were all the grade levels throughout the school. Miss Smith launched the new activity by asking Tommy what kind of hat he had brought to school. It was a man's hat, he explained. Anne had brought her mother's hat, she told Miss Smith.

"Now, who wears the woman's hat?" Miss Smith asked. "The mother wears that!" came a reply from an eager little girl. "Yes," said Miss Smith, who added, "and who wears the man's hat?" "The father!" another child said.

"Who would like to be the mother?" Hands went waving in the air. Lucy was chosen mother. Andy was chosen father.

"Who else is in this family?" Miss Smith continued. "A boy and a girl," the children answered. "Who would like to be the boy?" continued Miss Smith. There were no hands in the air. "Is there anyone who would like to be the boy?" the teacher asked again. Finally one little girl said, "I'll be the boy," as she timidly raised her hand. The children agreed that it would be

all right for her to pretend to be a little boy. Then from the volunteers Miss Smith chose a girl. Off the family went to live in their home.

It was a well-equipped home set up in a spacious corner of this one big room. One baby doll was in the carriage, and the other—a brown one—was sleeping in the crib. There was a little stuffed Scottie close by. The other children—there were 29 in all—went about whatever they decided to do. They paid no attention to what was happening "at home."

Before very long Miss Smith played a soft chord on the piano. This was the signal for the children to take their places on the rug. Without too much noise, the children were sitting again on the big green rug around Miss Smith. The family also joined the group.

"What happened, Andy?" Miss Smith asked in her naturally friendly way. Andy stood very close to her as she sat facing the group. "We had a fight," was the answer. Here one little fellow spoke up, "I just love to fight!" Miss Smith said to him, "Andy doesn't mean that kind of fight. He means they had

(School Is Fun, page 43)

"SAY MA, Concerts Are Fun!"

The story of the Phoenix Symphony Guild

Prepared especially for the ARIZONA TEACHER-PARENT

"SAY, Ma, concerts are fun!"

This terse observation, coming from one youthful listener at last year's Youth Concert of the Phoenix Symphony Orchestra, easily expressed the views of the hundreds of children present.

Concerts really are fun, especially when they are planned and directed toward the interests of young people.

Again this year the Phoenix Symphony Orchestra is preparing a free concert for youth. It's a heart-warming sight as one watches the faces and hears the applause of the youngsters at their own full-fledged symphony program designed especially for them.

This is the fourth year for the Youth Concerts, which had their beginning during the 1947-1948 symphony season, when the Junior League of Phoenix and the American Federation of Musicians Local combined to present a series of twelve instrumental demonstrations for children. The series was given for the fifth through the eighth grades of the Phoenix and adjacent-county elementary schools. Students were transported to Phoenix Union High School for the concerts in busses supplied free by the City Bus System and the Metropolitan Bus Lines.

At these programs, the children were introduced to the four "families" of the symphony, each presentation of one of the instrumental families being given three times, so that all the boys and girls could attend. Each Wednesday morning for three weeks there was a demonstration of the string instruments, followed in turn by three demonstrations each on the woodwinds, the brasses and percussion.

Mr. Miles Dreskell of Arizona State College at Tempe, explained the history of each instrument as well as its function and importance to the full symphony orchestra. As discussed, each was heard individually, then several numbers were performed by that section of the orchestra. The children could then recognize and understand each instrument as well as appreciate their ensemble playing.

The following year the youth of Phoenix was given its first opportunity to hear the full symphony orchestra in a complete concert planned for children, with Mr. John Barnett conducting. It was not possible for all the students to crowd into the auditorium for one concert, but most of the sixth,

seventh and eighth grade students in the Phoenix area who had an earnest desire to attend were able to get tickets. That year, too, high school students were given the opportunity of watching a final rehearsal for one of the orchestra's major concerts.

As a feature of the Youth Concert, a musical quiz was conducted by Miles Dreskell during the intermission, with participants being selected from the elementary schools. The Musicians Local provided appropriate prizes for the winners of the quiz. As in the first concert, the Junior League of Phoenix was the other sponsor and did a major part of the planning for the event.

The 1949-1950 season of the Phoenix Symphony brought Robert Lawrence as conductor. This was also the year that the Phoenix Symphony Orchestra Guild became active in the sponsorship of the Youth Concerts. Because the demand for tickets was so great, the concert was presented twice, at 2:00 and at 4:00 o'clock the same Sunday. Even with two programs, the number of tickets, especially for the elementary school students, was limited, and it was necessary to have the teachers select those children privileged to attend.

Again a quiz contest was held, which



AT THE CONCERT

was conducted by Mr. Ralph Hess, Supervisor of Music for the Phoenix Elementary Schools.

Last year two new features were added to the concert. Several weeks before the performances, competitive auditions were held in each of seven high schools in the Phoenix area, one student being selected from each of these schools to perform with the sym-

phony. It was a source of great interest to see other girls and boys playing with the grown-up symphony; an inspiration, it is to be hoped, for many an embryo musician. Program notes used on the printed programs and written by eighth grade students in several elementary schools of Maricopa County, was the other innovation. Hundreds of students participated in this project.

This year the Youth Concert, sponsored by the Symphony Guild and the Musicians Union, will be presented March 11, Robert Lawrence conducting. The concert will open with Smetana's "Moldau," followed by two numbers from Tchaikowsky's "Nutcracker Suite," the "Trepak" and the "Dance of the Sugar Plum Fairy." The latter will feature the new celeste purchased last year for the Symphony by the Symphony Guild.

One of the highlights of the concert will be that children's favorite, Prokofiev's "Peter and the Wolf," with Ann Lee, director of the Sombbrero Theater, as narrator. The closing number will be the rousing "Polovtsian Dances" by Borodin, when the full Choral Union from Arizona State College at Tempe will unite their voices with the symphony for this stirring finale to the hour's concert, under the joint direction of Mr. Lawrence and Mr. Ambrose Holford, director of the Choral Union.

This year there will be two presentations of the March 11 Youth Concert, the first at 2:30 PM for the Phoenix and nearby county elementary schools. At 4:00 PM the doors of the Phoenix Union High School Auditorium will again swing wide, and this time the balcony will be reserved for upper grade elementary students from Tempe, Mesa, Scottsdale, Chandler, Cave Creek, Wickenburg, Peoria and Glendale, while the main floor will accommodate students from the Phoenix Union High School District and from nearby valley towns.

Teachers will have a hard task deciding which students may have the privilege of attending. Discussions and playing of the music in the classroom will prepare the children for the concert. All tickets are free, with each school allotted a portion of the available seats.

It takes money to put on concerts and the necessary funds are raised by (Say Ma—Page 39)

YOUTH subjected to autocratic teaching can never learn the way of living called democracy. Since, as teachers, it is our special responsibility to further democratic living, our problem becomes one of developing teaching procedures which will equip young citizens to participate in that way of life.

As long as the American people strive to improve and perpetuate our way of life, our teaching methods will continue to change. One of our newest methods, teacher-pupil planning, seeks to create within the classroom genuine experiences in cooperative living. In the curriculum improvement process, two very significant trends have emerged:¹ (1) More attempts have been made to organize around themes, processes, centers of interest, and problems, rather than subject matter. (2) Pupils are participating more in selecting their curriculum experiences.

Contrary to considerable erroneous thought, teacher-pupil planning is much more than meeting class and asking, "What would you like to do today?" Pre-planning is a must and increases as pupils are given more and more opportunity to participate.

The role of the principal

In considering the principal's role in teacher-pupil planning we first examine the basic concept of our society. Our nation is great because it has been built on the idea of freedom for man in as practical a way as man has known how to fashion it. The tone of our freedom is set by the personality adjustment of the individuals that make up our democracy.²

The function of the principal is to help improve the program by collecting facts, enlisting staff judgment, and accepting plans for change in terms of the judgments made.

In moving in the direction of democratic organization within the school the teacher and principal often experience a feeling of insecurity. Testing new patterns of teaching requires an adventurous courage, backed by the same qualities of concern for the welfare of all that is manifested in a good home for the members of the family. The principal must become a guide and helper, inspiring confidence in his staff as they strive to reveal the true interest of life to boys and girls.

Less vagueness

Getting pupils to participate in the hard, intellectual discipline of thinking together with the teacher requires less vagueness and more planning than do many teacher-dictated assignments.

In the first phase of planning the teacher will need to select a variety

Teacher - Pupil Planning

by

JOHN F. RIOS

Department of Art — Phoenix College

of topics to be suggested indirectly to the students for possible use. The second phase may be thought of as the stage-setting. Inasmuch as physical surroundings do affect the feelings and attitudes of students, the classroom should be attractive. All equipment should be easily adjustable for the purposes it is to serve; tables, cabinets, and library facilities must be accessible.

The third phase includes general group discussion and individual as well as small group study with a good balance between seat work and free movement. Of extreme importance is the opportunity for the pupil to report his progress to the group.

Evaluation of accomplishment will be made by the entire group but should be provided for by the teacher. Various means may be used such as check-lists, questionnaires, oral presentations, and so forth.

When these five steps have been carefully pre-planned by the teacher, all is in readiness for planning with the children.

At the primary level

The primary teacher is with her pupils all day and comes to know each child extremely well. She has a rather free hand as to the methods of teaching she uses. Since there are no strict departmental areas to limit time, the teacher can combine and arrange subject matter as she sees fit.

Teacher-pupil planning starts at the beginning of the school year with problems of immediate interest to all the children. This may include the best

children. The teacher must have a general plan of the unit with a wide variety of resource materials to challenge the interest of every child and to involve as many learning experiences as possible.

This planning develops skills, knowledge, attitudes, ideals, and social responsibility.

In the junior high school

Teacher-pupil planning in the junior high school substitutes real learning by experience for the appearance of learning by doing what the teacher says. It presents a way for the teacher to enrich and clarify the learning program.

The teacher must be prepared to meet with many difficulties. Adolescents familiar with regimentation and authoritarian methods are likely to misunderstand any new-found freedom. Good academic students without leadership abilities, timid introverted students, and other types which can not adjust to the group will resent this change which might lower their status. Therefore, the teacher should look upon himself as a group leader, who employs students to develop their own experiences. In order to fulfill this aim, the teacher will need to provide work for the weak, use local material, expect and ask for sacrifices, start early, provide novelty, and delegate as much detail as possible.³

This planning makes the pupils perceptive, critical, and appreciative.

In the senior high school

Teacher-pupil planning at the senior high school level aims at developing initiative and the ability to think independently, both of which are qualities needed by young people preparing to take their places as adult citizens in our democracy.

But here, too, the teacher must take care that the planning begins at the level of the pupils' ability to think out problems and to work together cooperatively. In groups that have not been allowed to share in the responsibility of choosing their own problem areas, it is probably wise to begin with the simple planning of an occasional field trip, asking speakers who (Teacher-Pupil, page 29)

Research Committee

Kathryn Morrow	Anna Ratliff
Roy Leftwich	A. G. Smith
Lillian Jones	Imogen Rinehart

ways of carrying on routine activities, handling messages, receiving visitors, caring for the library, and arranging table displays.

A unit of work may be organized around first-hand experiences of the

What are we trying to teach in

READING?

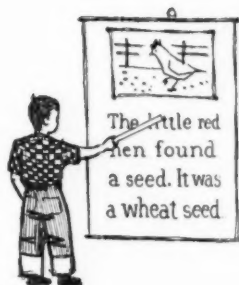
by ARTHUR I. GATES

During the past thirty years we have learned many important facts about the ways children learn to read, about the methods which are successful in teaching them to read, and about the skills which they need to establish sound reading habits. We have learned so much about the technicalities of learning to read that it seems we now face a real danger—the old one—of not being able to see the forest for the trees. For in our intense concentration on the mechanics of reading—on word analysis and word recognition skills, on phonics, on eye training and coordination, etc.—we have perhaps lost sight of the real goals of the teaching of reading.

There can be but two real goals toward which we aim in teaching reading—or, more precisely, a single goal with two aspects: to teach children to read well and to love to read. For unless they learn to read well, children will not love to read; and unless they love to read, they will not read well.

To be able to read well the child must, from the beginning, read naturally and freely. He must have ample experience in reading as freely and naturally as an adult does when he relaxes after dinner and takes up his favorite book or newspaper or magazine. Many children have spent three or more years in school without ever having read this way. What they have been doing is laboriously translating printed words just as an adult does when he begins to read a foreign language in a series of hard lessons.

Reading well is something very different from being able merely to recognize printed phonograms and words or even to pronounce the series of words in a sentence. The child who is adept at doing auditory gymnastics with phonetic elements may be a poor reader. Learning to recognize an unusually large number of words "by sight" in the first grade is likely to develop a distorted skill which is not reading and which, indeed, may even interfere with learning to read well. The pupil who develops extraordinary skill in guessing words from context may have so neglected the ability to use the helpful visual and auditory clues in word forms as to become a word guesser instead of a well-rounded



reader.

Techniques are important

This is not to say that techniques are unimportant. The contrary is true. Techniques must be taught. They must be the best ones. They must be neither overtaught nor undertaught and they must work together in such co-ordination as to produce the smooth total activity which good reading is. To do this requires careful, shrewd guidance.

In learning any complex skill, there is the temptation to adopt the method which produces a quick display of results. For example, a person turned loose with a typewriter, without expert guidance, is likely to use only a few fingers in a hunt-and-hit procedure. This enables him to get obvious results quickly. He can hit off a paragraph right away. But he is not typing well nor is he learning to type well. If he persists, he will not only have to learn the whole sound process later, but also unlearn a lot of interfering techniques. And one sees very few hunt-and-hit typists who love to type.

Teachers of reading are faced with this temptation. The social pressure to make a quick showing of some kind of skill in reading is very great. And there are numerous schemes offered the teacher every year which are guaranteed to produce these quick results—usually some sort of highly formalized phonetic drill. But the final result of this kind of teaching is doomed to be the same as with hunt-and-hit typing. The flashy starter sooner or later falls behind those with sound techniques,

and he either quits the activity or is relegated to the lowest group. The child with unsound reading techniques, however spectacular his beginning, eventually finds himself an inefficient and bored reader struggling along until remedial reading is provided.

The importance of developing the harmonious whole process involved in sound reading, and of avoiding the distortions of overdeveloped isolated skills and techniques, however spectacular the stunts they make possible, can hardly be overestimated.

To read well and to love it require that the reading program provide an abundance to read naturally and successfully. Every person has his limits within which he can read well. A typical sound third-grade reader can read well and enjoy reading material of modest difficulty, but a Shakespeare play is too difficult for him. Force him to do all or most of his reading beyond the level at which he can read soundly with understanding and enjoyment, and you will soon destroy both interest and ability. You will also destroy the child's confidence and his sense of security. Both are essential to effective learning.

Wealth of material needed

The regular basal reading program should provide the child with a wealth of enjoyable material on his own reading level. Over and above this, there should be available to him a library table or corner which abounds in interesting and lively stories and informational reading material **on the level at which he is able to read well**, and the day's schedule should provide time for him to **enjoy** these materials—to read freely and naturally with the same freedom from difficulty and the same smoothness which characterize an adult's personal reading.

This free reading, without stops to struggle with difficulties with unfamiliar words and constructions, is just as important, indeed it is probably more important, for the poor reader than for the superior reader. The poorer reader is precisely the one who is most readily bored by formal drill materials and who most seriously needs the assurance and satisfaction that can

(Reading, page 42)

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(Honor Roll, Page 31)

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Classroom Teachers NATIONAL CONFERENCE

President Morris announces that the eighth Classroom Teachers National Conference will be held at Mills College, Oakland, California, July 9-20, 1951, under the sponsorship of the NEA Department of Classroom Teachers and Mills College. Lynn T. White, Jr., president, Mills College; Mary Virginia Morris, president of the Department; and Hilda Maehling, executive secretary, will act as directors.

Purpose — The conference offers a splendid opportunity for classroom teachers to discuss new trends in education, to exchange ideas, to learn how other groups are meeting their problems and to discuss organization plans and techniques.

Conference Plans—In the development of the Classroom Teachers National Conference, teachers have found a new and interesting type of professional meeting. The opportunity to make friends from all parts of the nation, to live the relaxed, summer-resort life of good food and rest, and to know some of the leading personalities in American education, has all the makings of a real vacation. The conference will meet each morning in general session. At this time prominent speakers in education and national affairs will address the group. During the afternoon, conference participants will meet in small groups, where each can consider problems of special interest. Overseas teachers who are guests of the NEA will join in the study of the world problems.

Theme—The theme for the conference will be "Individual Responsibility—United Success."

Credit—Two semester hours of graduate or undergraduate credit will be offered.

Living Accommodations — All resident participants will be housed on the campus of Mills College in the Mills, Ethel Moore and Mary Morse Halls. Participants will be assigned to comfortable rooms, with one or two in a room.

Location — Mills College is located in the metropolitan city of Oakland, California, on the sunny side of San Francisco Bay. Altho entirely surrounded by the city of Oakland, the campus is secluded because of the shelter of two hills and of lofty groves of pine and eucalyptus.

(Conference, page 25)

SPRING ISSUE, 1951

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CONFERENCE

(From page 23)

Fees—A fee of \$57 (subject to increase due to rising costs) will be charged which includes meals, room, and incidentals. An additional college tuition fee of \$5 will be assessed to those who desire credit.

Registration — Those interested in the conference may secure registration blanks by writing to the NEA Department of Classroom Teachers, 1201 Sixteenth Street, N.W., Washington 6, D. C.

The Institute of World Studies urges teachers to combine the fun of travel with the satisfaction of learning by including one of their summer tours in your program. Up to six hours of college credit may be earned from the tour by any student accepted by the cooperating universities in the United States. Inquiries should be addressed to: Institute of World Studies, 423 Homer Building, Washington, D. C.

The American Educational Research Association offers a Fellowship in Educational Measurement, made possible by a grant from the World Book Company. The person selected will pursue graduate studies at either the predoctoral or postdoctoral level, in the field of educational measurement at an institution of his choice in the metropolitan New York area. The Fellowship will provide a stipend of \$2,000, and is awarded for a period of one year. It is renewable for the second year at the discretion of the Fellowship Award Committee. Further information may be obtained from: Fellowship Award Committee, American Educational Research Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

The Sixth Annual Institute of Organization Leadership sponsored by The American University and the National Education Association will be held July 23 - August 17, 1951, at the University in Washington, D. C. Enrollment is limited to 100 in this intensive university course to train officers of local, state, and national educational groups. Known as the "West Point of Organization Leadership", the institute features training in journalism, public speaking, parliamentary law, public relations, planning, school law, and the history, structure, program, and problems of educational groups. Application blanks and additional information may be obtained by writing to Dr. Joy Elmer Morgan, Editor, NEA Journal, 1201 16th Street N. W., Washington 6, D. C.

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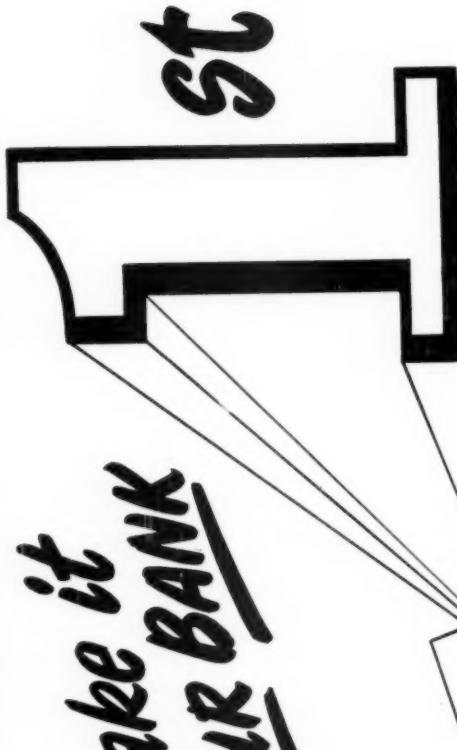
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March 16-17: Southwestern Regional Conference, NEA Department of Classroom Teachers, Denver

March 18-21: 1951 California-Western Division Convention of the Music Educators National Conference, San Diego

March 26-29: Annual Convention, National Association of Deans of Women, Chicago

April 1-4: National Conference on Higher Education, Chicago

April 5-7: Southwest Regional Conference American Association for Health, Physical Education, and Recreation, Reno

April 17-20: Annual Meeting, American Association for Health, Physical Education and Recreation, and Midwest Regional Conference of AAHPER, Detroit

April 18-21: Annual Meeting, International Council for Exceptional Children, New York City

May 2-5: Annual Meeting, American Industrial Arts Association, New York City

May 16-20: Sixth National Conference on Citizenship, Washington, D. C.

June 18-21: Fifteenth Annual Conference, National Association of Student Councils, Wellesley, Massachusetts

June 27-30: Palo Alto Conference, NEA National Commission on Teacher Education and Professional Standards, Stanford University, California

June 28-July 2: Annual Summer Meeting, National Science Teachers Association, San Francisco

July 1-7: Eighty-ninth Annual Meeting, National Education Association, San Francisco

July 2: Annual Meeting, National School Public Relations Association, San Francisco

July 2: Annual Summer Meeting, NEA Department of Classroom Teachers, San Francisco

July 9-20: Eleventh Conference on Elementary Education, NEA Department of Elementary School Principals, San Francisco

July 9-20: Eighth National Department of Classroom Teachers, Oakland, California

July 23-Aug. 17: Sixth Annual NEA Institute of Organization Leadership, The American University, Washington, D. C.

August 20-24: Summer Meeting, National Council of Teachers of Mathematics, St. Olaf College, Northfield, Minnesota

October 1-3: Sixth National Conference of County and Rural Area Superintendents, Dallas



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TEACHER - PUPIL

(From page 18)

are authorities in their field to talk to the group, listening to the radio, using all kinds of visual aids, or reading from many sources.

Co-operative community planning in which teachers, students and adults work together is the logical extension of teacher-pupil planning in high school.¹ Civic improvement, a student employment bureau, income tax service, or a Christmas shoppers' nursery are just a few of the many projects that might be pursued.²

This program is applicable to any school dedicated to the development of worthwhile social attitudes in its young people.

Conclusion

Several research studies which have been made to support the value of teacher-pupil planning substantiate the belief that through this method pupils learn the attitudes and skills of co-operative living. Pupils who participate in this plan display better social adjustments, show more consideration of others, are more objective in evaluating results of individual and group processes, are more sensitive to the values of contributions of others, and demonstrate a greater willingness to accept responsibility.³

Teacher-pupil planning is one of the best known methods of educating our youth for life adjustments.

¹ Report of the Thirteenth Annual Conference-Laboratory on Problems of Curriculum and Instruction at The University of Texas, p. 11.

² Giles, H. H. Teacher-Pupil Planning, p. 16.

³ Hoag, Victor. It's Fun to Teach, p. 100.

⁴ Alberty, Harold. Reorganizing the High School Curriculum, p. 350.

⁵ Parker High School Serves Its People, pp. 65-76.

⁶ Stiles, L. J. & Dorsey, M. F. Democratic

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Our way of living together in America is a strong but delicate fabric. It is made up of many threads. It has been woven over many centuries by the patience and sacrifices of countless liberty-loving men and women. It serves as a protection of poor and rich, of black and white, of Jew and Gentile, of foreign and native-born. Let us not tear it asunder. For no man knows, once it is destroyed where or when man will find its protective warmth again. From *QUOTE*, January 28, 1951.

SPRING ISSUE, 1951

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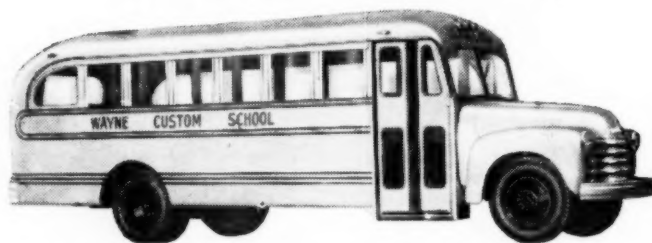
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(From Page 21)

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- **University Heights
- **Wakefield Junior High School

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Mayer

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Miller Valley

**Washington

Skull Valley

Yarnell

YUMA

Crane

Yuma Public Schools

Carver

Mesa School

Northern Yuma County Union
High School

After a fellow gets famous it don't take long for someone t' bob up that used t' set by him in school. — KIN HUBBARD, quoted in *Woman's Home Companion*.

SPRING ISSUE, 1951

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59b **The Case for the "Ten-Twenty"** is more than a brief for the American Seating Company's newest desk with level, 10° and 20° top positions. This booklet includes a quick summary of the studies of the Texas Inter-Professional Commission on Child Development, which showed that children in thousands of classrooms are being exposed to glaring or insufficient light and to harmful posture with attendant visual focusing problems. Included also is a list of reference books related to lighting, seeing, seating, posture and child development. (American Seating Company)

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60b **Train and Engine Books for Children** — a 24-page bibliography dealing exclusively with books for children. Books about trains or engines, or both, for children below teen age included. Title, author, publisher, price, description, and grade level suggestions given. Designed as a guide to library reading and as a buying guide. One to a teacher. (Association of American Railroads)

51b **New Mexico, the Land of Enchantment** is a 32-page illustrated booklet.

52b **Historical Trails Through New Mexico** is an illustrated map, 17 x 22 inches.

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30b **Educational Portfolio** contains teaching guide, large anatomical charts, two booklets on menstruation and cards for re-ordering more free material. Useful for group discussion. (Personal Products Corporation)

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35b **Literature on the RCA "400" projector**, describing its ease of operation, brilliant picture and true-to-life sound. (RCA Victor)

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SPRING ISSUE, 1951

New Horizons in Teaching

Suggestions we hope you will find interesting and helpful

1587-Wm. Shakespeare was living

1620-Pilgrims land at Plymouth

1776-Declaration of Independence

1807-1st Steamboat regular service

1861-Abraham Lincoln was President

1917-U.S. entered World War I

1950-Tree harvested

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If further interested, Tree-Ring Society at Univ. of Arizona, has 18 page pamphlet DATING PREHISTORIC RUINS BY TREE-RINGS, illus. 35¢—; Univ. of Washington Press, Seattle 5, has thrilling illus. 49 page booklet TREES OF MT. RAINIER NAT'L PARK 75¢—; Calaveras Grove Assoc., Stockton, Cal. has STORY OF CAL. BIG TREES, 44 exciting pages, illus. \$1—; Am. Forestry Assoc. 919 17th St. N. W. Wash. D. C. has 111 page illus. spiral bound TREES EVERY BOY AND GIRL SHOULD KNOW (trees by age, historic people, events, fascinating facts) 50¢—; Supt. Doc., Wash., D. C. has 52 page reprint TO KNOW THE TREES (165 varieties)—and 36 page THE GIANT SEQUOIAS of Cal.—both illus., 15¢ ea. Western Pine Assoc., Portland, Ore., has free list of 74 folders, booklets, teaching aids.

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"Minimum Essentials of English Grammar" chart was developed by an English teacher to make English easier to teach. The author has composed on one sheet all the elements of grammar together with an example of each. The student may place this sheet in his binder and use it quickly and effectively for reference and as a supplement to any text. 50c each, quantity discount. Wall size, 36"x50" unmounted \$3.00. (The Jackson Company, 412 North Van Brunt, Kansas City 1, Missouri.)

Three new safety advancements introduce the 1951 Trip-L-Safe Pioneer school coaches. They are Super-Guard frame, Safe-T-Shield paneling and Unibilt body. There is more length, width, and head room in the new models plus numerous refinements in styling and interior appointments. (Superior Coach Corporation, Lima, Ohio)

The Conference Teaching Desk features a curved, overhanging surface measuring 30"x50" around which 3 or 4 students, parents or administrators may be comfortably seated. Among the

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teacher-tested features are: Two-drawers for personal effects; a deep-drawer for teaching materials; and a bottom panel to keep dust out of the drawer case. (Educators Furniture & Supply Co., Sacramento, Calif.)

Ceramic Kit contains everything the beginner needs for creating and glaze decorating lasting ceramic objects such as bowls, ash trays, vases, figurines, right in the kitchen. Kit contains 4 lb. package clay, modeling tools, 8 glaze colors, 2 brushes and a fully illustrated instruction book. Retail for \$5.95. (Sculpture House, 304 West 42nd St., New York, New York)

Paper-Mate Pen is on the market with a chemical discovery that ends ink stains. It cannot smear, blot or transfer. The ink dries immediately on contact with air; is permanent for records, and superior to U. S. Bureau of Standards requirements, according to the manufacturer. Will write four months of everyday use and refills are easy to insert. Retractable pens retail at 97c, refills at 49c. (The Frawley Corporation, Chemical Engineers, 8948 National Blvd., Los Angeles 34, Calif.)

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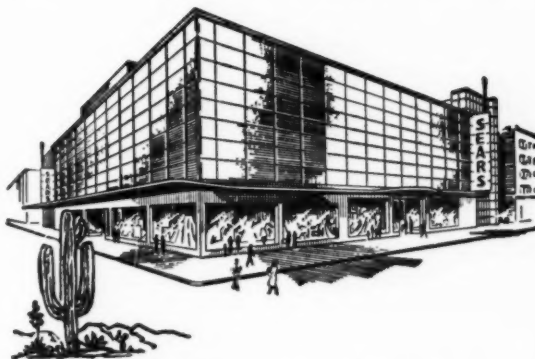
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By DOROTHEA PELLETT

Director of Visual Education,
Public Schools, Topeka, Kansas

(Films are 16 mm sound, black-and-white, "classroom-tested," and may be secured from local distributors. For those you are unable to locate, send the coupon below to Mrs. Pellett.)

The Fun of Making Friends (10 min. color also) Coronet Films. When a feller needs a friend at 8, or 9, or 10, he sometimes wonders what to do. Joey, in this film, gives pointers to start the fun. Joey spells four secrets of making friends with his printing set, then follows them to new discoveries. Good questions lead the audience to creative thought. Ideas and attitudes are basic for friends of all ages, but the situations and the vocabulary are for elementary school children.

Andy's Animal Alphabet (10 min. color) March of Time Forum Films. From Aoudad to Zebra the Bronx Zoo tells the alphabet as Andy Orangutang guides the tour and the New York Zoological Society's photographer adds well-chosen visual humor and good close-ups. ABC blocks introduce live animals from every continent, and artist's drawings stimulate pages of a child's book. Altho it's planned for youngsters' enjoyment, interesting facts add information some adults might find new.

Painting (series of 3 films) Young America Films. **Learning to Use your Brush** (10 min.), in this series for beginners of any age, shows how to hold and use a brush in practice strokes, and in combinations of strokes to make pictures. For you who paint for fun or as a hobby the film says to paint just what you see or to arrange your picture of things you'd never see in an interesting pattern—just as long as you enjoy doing it. You'll learn to appreciate the work of painters and recognize their skills. **Learning to Mix Colors** (5 min., color) demonstrates and defines as it shows secondary colors made from primaries, and how varied proportions make different tones. **Painting Solid Forms** (10 min.) using opaque colors, explains that highlights help give depth to flat shapes. Paints for you a ball, an apple, a pear, a banana, and a bowl, to show the white highlight nearest the light and shaped to conform with the object's shape, with color gradually darkening parts farther from the light. All three films based on Paul Hartley's "How to Paint." (Harper and Bros.)

Man in the Twentieth Century (20

min.) March of Time Forum Films. Is man with his culture here to stay? Presents some of the social problems of the first half of this century which the second half (that's us now) must consider: imbalance between material and social progress, the tension of the times, changing patterns of manners and morals, the conflicting world power concentrations. For man, hoping still he is on the way to freedom and peace with himself and his neighbor, the film suggests means toward his goal: The United Nations organization attempting honest cooperation of all nations; the enlightened leadership by men of science, education, politics, and business; and free public education for all citizens the world over. No simple solutions are outlined but man (high school age or older) is challenged to observe, think, and attempt to find and do his part.

George Washington (20 min.) Encyclopaedia Britannica Films. It's not the Stuart face in this film but it is the man, Washington, leader and clear thinker who set the foundations for the American spirit of freedom and progress, whose problems at the birth of the young Republic are shown to be similar to those of today. Taking highlights from his public life, from surveying to the Farewell Speech, the film shows the warm human quality of the farseeing man of conviction. He is quoted: "In a democracy there will be differences of opinion; decisions are inevitably slow to arrive, but there will always be freedom." The film has many uses for high school and adult discussion groups, for study in social and political sciences and psychology. The form of the biographer itself is of literary and dramatic interest. This is true also of **Alexander Hamilton** (20 min.), excellent companion film, giving contemporary understanding of state and political problems at the beginning of bipartisanship in the new Nation. Jefferson, Burr, and Washington, as well as Hamilton are characterized in their places of power and position as the true episodes reveal meanings to help us remember from the past not its ashes, but its flames.

Mrs. Dorothea Pellett
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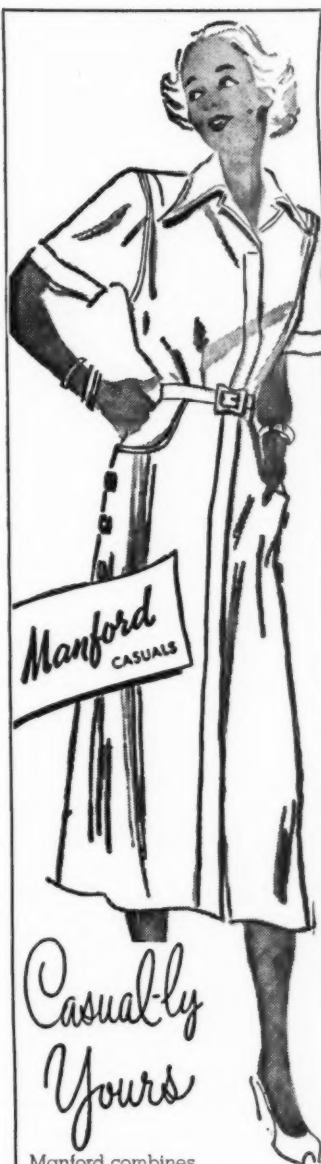
(From page 15)

ing, enjoying delicious Cuban food and drinks, learning about the people and realizing their great eagerness and intense desire for international understanding through emphasis on education. Perhaps our picture of Cuba is not altogether accurate. No doubt we saw only the finest schools, but we did meet teachers from all types of schools, from the one-room rural school to the university. Our impressions were that Cuban education had come a long way in fifty years.

The people that we talked with had a fine inspiring effect upon us in that they looked upon teaching as a profession of the greatest honor. They loved their work and accepted it in sort of a missionary spirit. There is a great eagerness to progress in public education with an intense emphasis on music and the cultural arts. We got the impression that Cuban teachers feel that they want to climb to the point where we are now. One can not help but admire the dead-seriousness with which the students of the upper grades and the institutes of higher learning approach their academic work. It would amaze the average college boy or girl of America. It is a seriousness prevailing in our graduate schools. At a period when our college youngsters are interested in sports, social activities, and "dates," their fellow students in Havana are passionately interested in politics and problems confronting the country. I saw inscribed on a stone shaft of the University Lecture Hall: "One Day of Learned Men is Worth More Than the Longest Age of a Clod." This maxim seemed to me a real key to the spirit which infuses student bodies of the secondary and college level.

Our days of lectures, meetings, visits to schools, and meeting and talking with teachers, were also highlighted with activities of another nature. We were taken on many excursions to sugar cane and tobacco plantations, to alligator leather factories, to the famous forts (notably Morro Castle, the oldest castle in the Western Hemisphere), the many beautiful cathedrals, the National Casino, the Oriente Race Track, the Bacardi Building, the jai-alai games (fastest game in the world), the Mantanzas beach, the Lyceums exhibit of arts. At the races we sat in the American Ambassador's box; at the Radiocentro we each spoke in Spanish to the Cuban people; at the American Embassy and the home of the American Ambassador we were presented to those American officials who kept in touch

(See opposite page)



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personally with our activities while we were in Cuba; and at the President's Palace, the President and the First Lady very graciously welcomed us and assigned armed guards for our group to visit the whole of a very elaborate eight-million dollar palace.

A mission

With each new experience we felt more and more as though we were ambassadors ourselves. We felt a great responsibility. It dawned upon us that we were not a group of American teachers on a Christmas holiday trip. We were on an educational mission. There was so much to digest; our impressions would be vague; we would be a little troubled because of our lack of understanding the Cuban people in so short a time. However, we were sure of one thing: we were going through a process of learning ourselves. Our experience would be one landmark along the road of learning and effective teaching. We had a better knowledge of Cuban history and the background that brought about the organization of Cuban schools. We were aware that the teachers of Cuba, as well as those of America, are fully conscious of their responsibilities in the face of the grave conditions prevailing in the world and consider it their duty to unite their efforts to defend, with the greatest energy, the ideals of democratic society and its way of life through education.

SAY MA!

(From page 17)

the Symphony Guild each year with a Fun Fair for the children held at Encanto Park on a Saturday in May. There for one day, the Guild members sell rides, whistles, pop and cotton candy—operate "junior-sized" shooting galleries, cakewalks, talent shows, fishponds, and countless other attractions.

It's a wonderful project—and a soul-satisfying one, too, as the letters come in to the Youth Concert Committee from youngsters excited and thrilled with the memory of their first symphony concert. The Guild is hopeful that this project may grow, so that there will be not merely one Youth Concert a year, but several. With the cooperation of the parents, teachers, children, musicians and the Guild, what is only a dream today may yet become a reality before "little Susie" and "little Donnie" are much older. Yes, concerts are lots of fun.

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Week of April 20
Family Album—Page 200

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ZOLL

(From page 11)

It reveals that not only do graduates of public schools out-distance the graduates of private schools in scholarship but Virginia public school graduates excel the public school graduates of other states.

Briefly, in 1948-49, 1949-50, at the University during their Freshman and Sophomore years **six per cent** of the graduates of Virginia's public schools received Intermediate Honors, **four per cent** of the graduates of out-of-state public schools, while only **two per cent** of the graduates of Virginia's private schools and **one-half of one per cent** of non-Virginia private schools were so distinguished.

While Dean Stiles says that this academic superiority of Virginia public schools students comes as no surprise to the University of Virginia faculty, nevertheless it is reassuring to those of us in public school work.

Ours is the responsibility of educating all the children of all the people, no selection being possible, and we must provide a curriculum and that type of instruction which will meet the requirements of those who do not go to college as well as those who do. Many of our classrooms are so overcrowded that it is impossible for our

teachers to do their best work. And yet despite these conditions our product at the University possesses a quality of scholarship not found among the graduates of private schools and non-Virginia public schools.

While the larger Virginia public high schools led in the number of honor students, smaller high school graduates also received this distinction. It is possible that percentage-wise the number of students in attendance from the smaller public high schools making the honors' list would be as high as that from the larger schools, if an analysis were made.

Such a study would be interesting.

The Russian way

There has just fallen into our hands a statement of the "Political Basic Principles for the School System in the Soviet Zone" of Germany. They were presented by Dr. Eichlepp, Ministry of Education, Sachsen-Anhalt, at a teachers' meeting in Hanover, Germany. The eleven principles enunciated completely enslave the teacher to the Russian master.

Here is a summary of the principles: "The school system in the East Zone be set up according to a pure eastern orientation . . . all school work must be based on the materialistic ideology (See opposite page)

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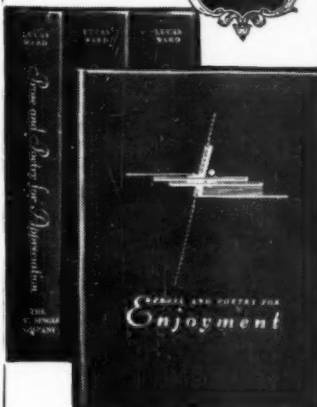
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... it is a mere nonsense to speak of freedom, nobody is free. Every teacher has to engage in political activities. The teacher's quality is to be judged in the first place according to his political activities. A young teacher who is politically active is worth more than four efficient senior teachers. The political activity of the teacher is a qualifying factor for an eventual appointment. The teacher's salary rating will, in the future, depend on the extent of his political activity."

As to how Germany's part in World War III shall be taught, these instructions are given:

"The conception 'heroism' must be replaced by a completely different concept. Our (German) soldiers are no heroes, for they have not fought for the defense of their fatherland. All German wars were predatory wars, therefore the soldiers, who have died during this war, may not be honored as heroes. Whereas, the Russian soldiers and generals are heroes in the strictest sense of the word's meaning, for they have defended their treacherously attacked fatherland. Instruction in history is, therefore, to be given accordingly."

The long Kremlin arm reaches out and guides the ferule of every German teacher in the Soviet Zone. This is centralized control in education which should serve as a model for us in America and in Virginia not to follow. Virginia is dedicated to a broad policy of local control in education.

That control is zealously guarded. A free and independent nation must have free and independent schools—and teachers.

CAN EDUCATION COMPETE?

(From Page 5)

sell something; and there is a great question in our minds as to whether the stuff that makes people buy things is any good for anything else.

But maybe school people should ask if what we teach is *worthy* enough to survive in this competition for the child's heart and mind. It could be that we are too much in the past—that we are too fearful of the true and the significant.

Socrates was not fearful: and he drank hemlock.

J.N.S.

Giving the adolescent child advice is like pouring hot water on delicate glasses; it can be done . . . after a warming up period. — Marcelene Cox, *Ladies Home Jnl.*

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YOUR INQUIRIES SOLICITED

READING

(From Page 19)

come only from reading really interesting stories.

We must give added emphasis to this matter of **interesting** children in reading. All the skills, all the techniques, all the mechanics, are only tools to use in learning to read well so as to be able to **enjoy reading**. We must not lose sight of the fact that they are only tools — useful, important, necessary tools, but still tools—means to the end but not the end itself. We must not so emphasize them that our pupils cease to enjoy reading. We must give children interesting material of suitable difficulty, provide them with simple but sound guidance, and give them ample opportunity to read by themselves and to learn to read better in the course of reading. Given these basal things, they will learn to read soundly and to love it, and we will then have achieved the real goal of teaching reading.

ETHICS

(From Page 8)

Other opinions of men and women

Do you think it is ethical for teachers to discuss Communism, labor unions, national compulsory health insurance, or the policies and activities of the state department? About one-half of you men teachers but only one-quarter of you women teachers believe that to discuss such controversial issues with your pupils is ethical.

—On several other practices, a larger porportion of you men teachers than you women teachers would put your "O.K." for example, on striking to enforce teacher demands and on holding another job while employed in teaching. The first practice may involve the traditional differences between the sexes in aggressiveness. As far as the second practice is concerned, it may be that since men more often than women have families and a heavier dependency load, men find that a teacher's salary is inadequate. Therefore, they believe that if they are to remain in the teaching profession they must supplement their salaries as teachers with earnings from another job, as long as the second job does not interfere with their teaching duties.

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SCHOOL IS FUN

(From page 16)

a family disagreement."

"What was the fight about, Andy?" the teacher continued. "About being the boss," came Andy's reply. "I think the man should be the boss, don't you?" Looking at the children, Miss Smith said, "What do you think about it? Do you think the father should be the boss?" Many said "yes." One little girl said, "I think both the mother and father should be the boss." The group nodded agreement.

Then Miss Smith turned to Andy, who was still standing beside her chair, and said "What did you do then?" "We just waited," he said. "While you were waiting, what did you do?" she continued. "We did the things we always do," came the reply. "And while you were doing these things, how were you acting?" "Very nice," Andy said, "because we thought if we waited and were nice, we would agree."

"Yes," joined in Miss Smith, "when there is a disagreement, we should sit down quietly and wait. Usually while we are waiting we will find that there is no real need to disagree."

"I want to be a teacher"

This activity over, the children again returned to their special tasks. Lucy went back to her drawing shortly. I went over to see what progress she was making, and we talked again.

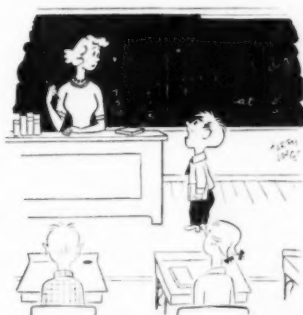
"Do you live on the campus?" I asked. "No. We lived near when my father was in school. We've moved now."

"Do you like school?" "Yes," came her answer with a smile that wrinkled her nose.

"What do you want to be when you grow up?" I continued. "A teacher," she said quickly.

"Why?" I asked.

"Because school is so much fun."



"I've been assigned to your room, my name is Harvey Rucker and my father's on the school board!"

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It had taken the entire morning for Zeke to tow the tourists' car down to the settlement. When he finally ret'd home with his weary old mule his wife asked, "How much did you charge that city feller for towin' him?"

"Fifty cents," Zeke ans'd. "Guess it wasn't too much. Leastwise, he didn't kick up no fuss."

"Fifty cents! I swear, Pa, sometimes I wish you'd do the pullin' and let the mule handle the executive end of the deals."—*Copper's Weekly*.

* * * * *

The two men were discussing their usual topic—women. "I think I'll propose my wife for Congress-woman," said one.

"Why?" countered the other one, immediately interested.

"Because she's so good at introducing bills into the house."—*Christian Herald*.

* * * * *

"Friend of the bridegroom?" asked the usher at the wedding.

"Certainly not!" replied the dignified matron. "I'm the bride's mother."

* * * * *

"My good friends," boomed the political speaker, "I am pleased to see this dense crowd here tonight."

"Well," said a voice from the back of the hall, "don't be too pleased. We ain't all dense."—*Trumbull Cheer*.



"Honest, Miss Brown, we didn't know it was yours!"

WORKSHOPS IN EDUCATION

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Second Term—July 16 to Aug. 17

Again this summer Arizona State College at Flagstaff will offer a series of outstanding workshops in several educational fields, designed for the teacher to increase his or her professional value to the school, the community, and to self.

These workshops are of two-weeks duration, and they offer two semester hours of graduate credit, with exception of one three-week workshop that offers three semester hours graduate credit.

INDUSTRIAL ARTS IN THE ELEMENTARY SCHOOL

June 11-22

The program of this workshop stresses the development of industrial arts as an integral part of elementary school activities. Discussions center around the series of activities which correlate with the regular classroom programs, starting with the first grade. Conducted by F. C. Osborn and H. O. Bjerg.

THE PLACE OF THE THREE R'S IN MODERN ELEMENTARY SCHOOL PROGRAM

June 25-July 9

Director of this vital workshop is Dr. H. D. Behrens, chairman, Department of Education, State Teachers College, Geneseo, N. Y. He is a recognized writer in child growth and learning, elementary curriculum, reading, etc., and has had years of experience in public elementary schools. Purpose of workshop is to help teachers clarify own thinking regarding desirable and adequate program for the modern elementary school. How to enrich elementary education without omitting basic fundamentals.

EXPERIMENTS IN WRITING

July 1-14

For the first time the college is offering a workshop for people interested in writing. In conjunction there will be a conference of southwestern writers who will lecture to students in the workshop. Among established writers who will assist with the workshop are Dr. Ross Calvin, Clovis, N. M.; Erna Fergusson, Albuquerque, N. M.; Dr. Harold S. Colton, Flagstaff; Weldon F. Heald, Portal, Ariz.; Jonreed Lauritzen, Short Creek, Ariz.; Charles Niehuis, Phoenix; Dr. Walter Collins O'Kane, University of New Hampshire. Objective is to discover and develop new writers in the southwest. Director is Dr. Antoinette Smith.

ARIZONA MATERIALS FOR OUR SCHOOLS

July 16-27

Dr. Orpha McPherson of the U. S. Indian Service, Phoenix, is director of this workshop. Her workshop last summer, dealing with Indian materials, was one of the most valuable on the campus.

ELEMENTARY SCHOOL MUSIC

July 23-Aug. 3

A laboratory course giving practical aid to the teacher and supervisor of elementary school music. Demonstrations of techniques. Help given with materials. Directed by Dr. Eldon A. Ardrey and Jack Swartz.

EVALUATION OF HOME ECONOMICS EDUCATION

July 30-Aug. 17

Evaluation devices will be studied and selected for all areas of homemaking. Director is Miss Rowan Eliff, research adviser for home economics education, Oklahoma A. & M. Consultants include Dr. L. J. Botleman, dean of instruction; Miss Margaret Pipes, home economics department; and Dr. Robert Topp, director of the elementary training school, all of A.S.C.; and Mrs. Eva Scully, state supervisor, homemaking education.

MENTAL HEALTH WORKSHOP

June 11-22

Full details of this workshop in the process of being worked out at the time of this writing. Director will be Dr. Edith Lord, supervisor of Mental Health, Arizona State Department of Health, Phoenix.

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